



Adequate Yearly Progress Manual

2009-10 School Year

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Introduction

The reauthorization of the Elementary and Secondary Education Act (ESEA), otherwise known as the No Child Left Behind Act of 2001 (NCLB), greatly increased accountability for student academic achievement for all public schools. The NCLB requires that each state establish a single accountability system for all public schools and districts and that it be designed to generate valid and reliable accountability determinations. Because there are many small schools in Montana, our state faces unique challenges in the design and implementation of an accountability system that will meet the requirements of NCLB, particularly with respect to the statistical significance of small population sizes.

To meet the requirements set forth in NCLB, all public schools and districts are required to make adequate yearly progress (AYP), an individual state's measure of yearly progress toward achieving state academic standards. States must provide AYP determinations before the beginning of the academic school year in time for districts to implement provisions required by NCLB, including public school choice or supplemental educational service options,.

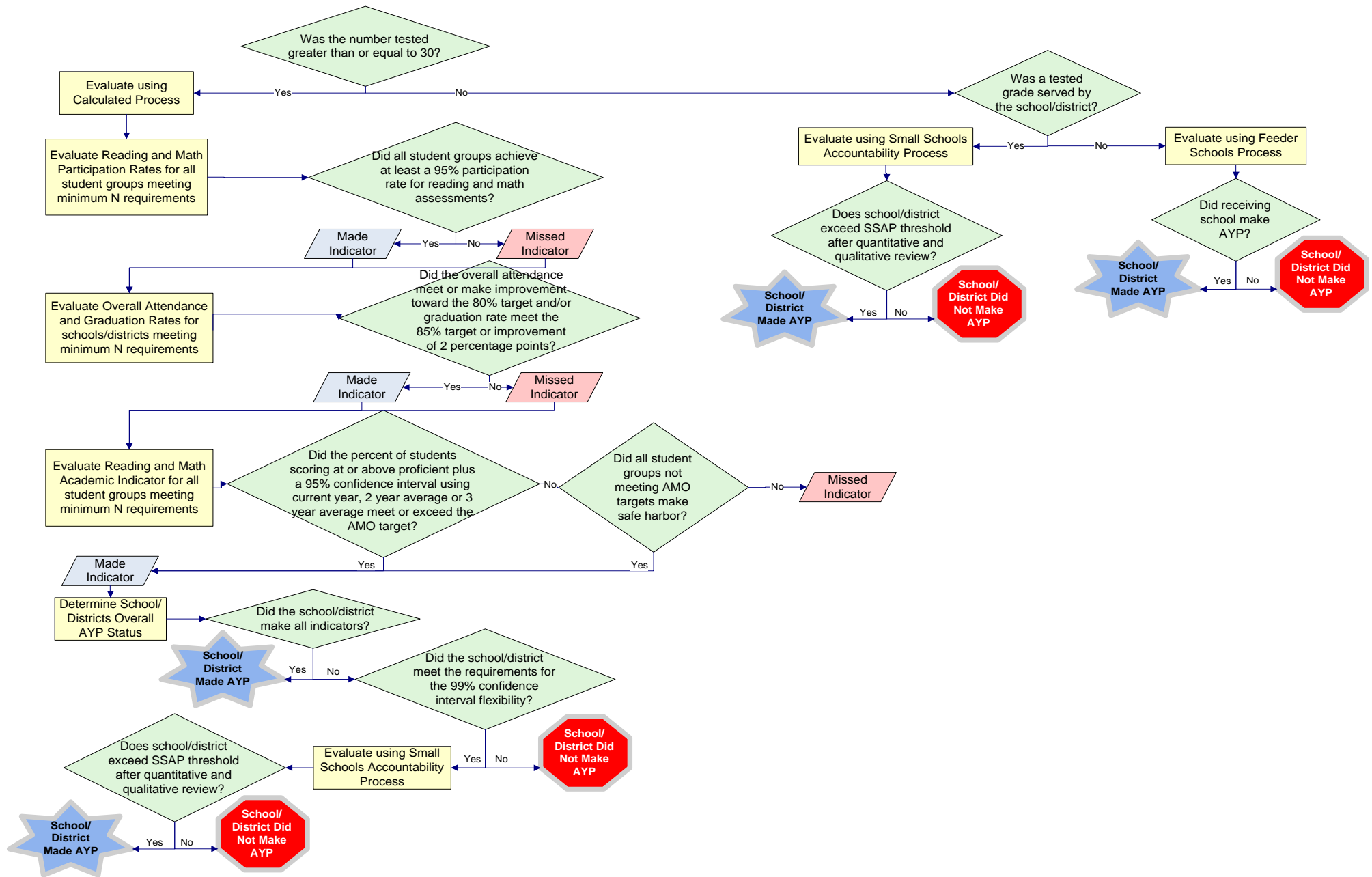
AYP Determination Processes

All public schools and districts must receive an AYP determination regardless of the size of the schools and districts. The Office of Public Instruction makes these determinations using one of the following three processes:

- Calculated Process - used for schools and districts where the total students tested equal 30 or more and is based solely on statistical methods;
- Small Schools Accountability Process (SSAP) - used for schools and districts with less than 30 students tested; and
- Feeder Schools Process - used for schools that do not serve any of the tested grades. These schools receive the AYP determination of the receiving school into which the student population will transfer.

The flowchart on the following page illustrates the processes used to make AYP determinations.

2009 Adequate Yearly Progress Flowchart



The Calculated Process

In the calculated process, the students in a public school or district are evaluated and reported in the following groups:

- All students combined;
- American Indian, Asian, Hispanic, Black, Pacific Islander, or White;
- Economically Disadvantaged;
- Limited English Proficient; and
- Students with Disabilities.

These are referred to as "Student groups." Student groups meeting the minimum "n" size requirement of 30 students in a group must:

- Meet or exceed the state's annual measurable objectives (AMO) in reading and math;
- Have at least a 95 percent participation rate in the statewide assessments; and
- Meet or make improvement toward the state's requirement for other academic indicators, e.g., attendance at the elementary level or graduation rates at the high school level.

Overview of Minimum "n" Size

The minimum "n" size used for AYP calculated determinations varies, depending on the indicator. The following summarizes the various minimum "n" sizes in Montana's accountability plan approved by the U.S. Department of Education:

- The minimum "n" size is 30 students in a student group for reading and math annual measurable objectives and additional indicators (attendance and graduation rates). If a student group does not include at least 30 students, the AYP results for the student group are not reported.
- The minimum "n" size is 40 students in a student group for participation rate.

Participation Rates

Participation rates are the percentage of enrolled students who participated in the reading and math assessments in the criterion-referenced test. The NCLB requires that 95 percent of students be tested in all student groups. Flexibility surrounding participation rates allows for averaging data up to three years. A student is classified as "Did Not Participate" (DNP) for the criterion-referenced test if the student does not have any valid responses for that subject in either CRT or CRT-Alternate. Those students that did not participate in the reading and/or math assessments are given the lowest possible score and assigned to the novice proficiency level. Non-participants are included in AMO calculations.

Who is excluded from participation rate calculations (exceptions)?

- Students with medical exceptions will be excluded through an appeals process.
- Students not enrolled in the public school system, but who took the assessment, including homeschoolers, private accredited schools, and private non-accredited schools.
- Students reported as enrolled for fewer than 180 hours through the AIM student information system.
- Student groups with fewer than 40 students.

Students counted as non participating:

- Students taking the regular Math test with non standard accommodations.
- Students taking the regular Reading test non standard accommodations.

NOTE: Foreign exchange students and students not enrolled for the full academic year must participate in the test, although their scores are not used in AMO calculations. First year LEP/ELL (English language learners) must participate in the math assessment, but have the option of taking either the reading assessment with accommodations or the English language proficiency assessment.

Participation Rate Data Sources and Formula

Data used in the participation rate calculation comes from the Student Response Booklets for the state's criterion-referenced test (CRT) and from the AIM student information system.

The formula for calculating the participation rate is:

$$\frac{\text{Count of students tested} - (\text{Count of Exceptions} + \text{Non Participants})}{\text{Count of students enrolled on official test window count date} - \text{Count of Exceptions}}$$

NOTE: All participation rates are rounded up to the nearest whole number.

Additional Indicators – Attendance and Graduation Rates

Attendance

Montana has defined the additional academic indicator for public elementary schools/districts (includes elementary, 7-8 schools) as the attendance rate. Schools/districts must meet an 80% goal or make improvements toward the goal in the aggregate to make the additional academic indicator.

Who is excluded from the attendance indicator calculation?

- Students not enrolled in the public schools/districts such as homeschoolers and private accredited students will not be included in the additional indicator calculations.

Attendance Rate - Data Source and Formula

Attendance is based on total enrollment, not just tested grades. Data used in the attendance rate calculation comes from the AIM student information system. The formula for calculating attendance rate is:

$$\text{Attendance Rate} = \frac{\# \text{ Students Present on Fall and Test Window Count Dates}}{\# \text{ Students Present on Fall and Test Window Count Dates} + \# \text{ Students Absent on Fall and Test Window Count Dates}}$$

Note: K-12 districts attendance rates are calculated using data from only the PK-8 level.

Graduation Rate

The NCLB required additional academic indicator for public secondary schools/districts is graduation rate. Schools/districts must meet an 85 percent goal or make improvements of 2 percentage points toward the goal in the aggregate to make the additional academic indicator.

Who is excluded from graduation indicator calculations?

- Students not enrolled in the public schools/districts such as homeschoolers and private accredited students will not be included in the graduation indicator calculations.

Graduation Rate - Data Source and Formula

Data used in the graduation rate calculation comes from the AIM student information system and Annual Data Collection. The formula for calculating graduation rate is:

$$\text{Graduation Rate} = \frac{g_t}{c_t + g_t + d_t^{12} + d_{(t-1)}^{11} + d_{(t-2)}^{10} + d_{(t-3)}^9}$$

Where:

g= # graduates receiving a standard high school diploma in the standard # of years
c= completers of high school by other means (includes # graduates receiving a standard high school diploma in more than the standard # of years and starting with the 2004-05 AYP determinations, GEDs)
t= year of graduation
d= dropouts

Note: Since completer and dropout data are not reported until after the beginning of the school year, the graduation rate from the previous year will be used (e.g., 2009 graduation rate used in 2010) for all AYP determinations.

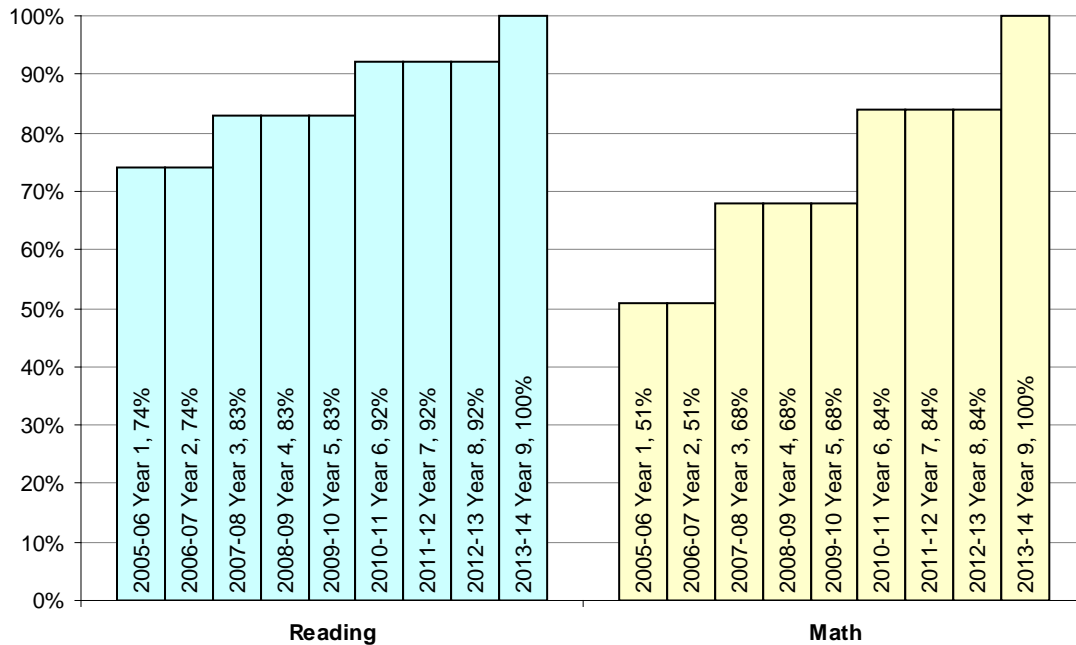
Academic Indicators- Reading and Math Annual Measurable Objectives (AMOs)

As with other states, Montana was required to develop annual measurable objectives, or proficiency targets, to determine if a school, district, or the state as a whole is making AYP toward the goal of having all students proficient in reading and math by the 2013-2014 school year. For a school or district to make the academic indicator, the highest percentage of full academic year students who scored at or above proficient in reading and math on the criterion-referenced test for current year, two year average, or a three year average will be used. This percent at or above proficiency which is aligned with state content standards, plus a 95 percent confidence interval (CI) must be greater than or equal to the AMO for reading and math for all student subgroups meeting minimum n requirements.

The 2005-06 CRT results were also used to determine the trajectory of the AMO intermediate goals. This trajectory will assure that all students will reach the proficient level of performance by 2013-14.

The first of three annual measurable objective (AMO) target increases in reading and math occurred in the 2008 AYP determinations. The 2008 AMO threshold for reading was 83 percent, up from 74 percent in 2007. The 2008 AMO threshold for math was 68 percent, up from 51 percent in 2007. The 2010 AMO thresholds for math and reading remain the same as in 2008 and 2009.

Montana Annual Measurable Objective Trajectory



Who is excluded from academic indicator calculations?

- Students identified as new to the school (NSAY) for school-level determinations.
- Students identified as new to the district (NDAY) for district-level determinations.
- Students with medical exceptions will be excluded through the appeals process explained in this document.
- Deceased Students
- Students excluded due to UPS error.
- Students' Response Booklet which has a designation for noting the student is not enrolled. These designations include homeschoolers, private accredited students, and private non-accredited students.
- Students reported as First Year LEP, Foreign Exchange, or not continuously enrolled from October 1 to the last day of the test window (see NSAY/NDAY above), and students enrolled less than 180 hours through the AIM student information system.
- Students taking the regular Math test with non standard accommodations.
- Students taking the regular Reading test with non standard accommodations.

NOTE: Those students that did not participate in the reading and/or math assessments are given the lowest possible score and assigned to the novice proficiency level. They are included in AMO calculations, and the Participation is marked as Not Participating.

Academic Indicator Data Sources and Formulas

Data used in the academic indicator calculations comes from the Student Response Booklets used in the state's criterion-referenced test (CRT) and from the AIM student information system.

The formula for calculating Percent Proficient is:

$$\frac{(\text{Count of students scoring proficient and advanced in AYP group} - \text{Count of Exceptions scoring proficient and advanced in AYP group})}{(\text{Count of all students tested in AYP group} - \text{Count of Exceptions tested in AYP group})}$$

The formula for calculating a 95 percent one-tailed confidence interval (CI) is:

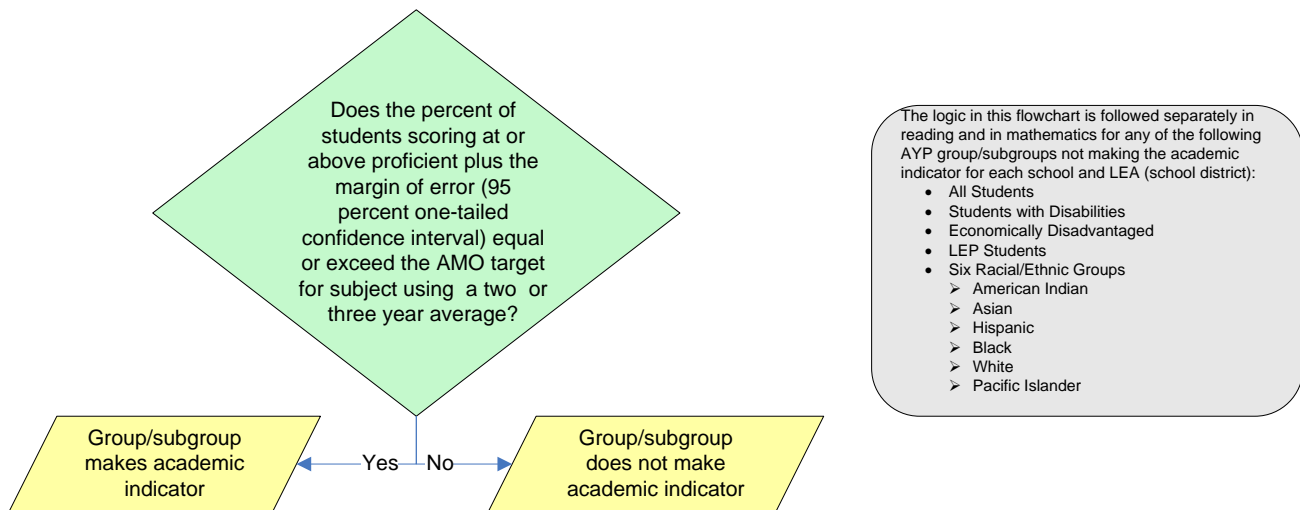
$$P_U = \frac{n}{n + z^2} \left[p + \frac{z^2}{2n} + z \sqrt{\frac{p(1-p)}{n} + \frac{z^2}{4n^2}} \right]$$

- P_U is the upper limit of the 1- α CI (where α is .05)
- p is the sample proportion (i.e., percent at or above proficient)
- n is the sample size
- z is the one-tailed critical value ($z = 1.645$ where $\alpha = .05$)

Uniform Two Year Average or Three Year Average

For 2010 Adequate Yearly Progress determinations, the OPI will employ uniform averaging as approved by the U.S. Department of Education. With regard to uniform averaging, the assessment results for all assessed grades (3-8 and 10) for school year 2009-10 will be evaluated. If a school or district does not make AMO, the assessment results for school years 2007-08, 2008-09, and 2009-10 will be averaged to determine if the school or district has made AMO.

Uniform Averaging Logic Diagram



Who is excluded from uniform averaging calculations?

- Students identified as new to the school (NSAY) for school level determinations.
- Students identified as new to the district (NDAY) for district level determinations.
- Students with the Exclusions flag set (1= 1st Year LEP/ELL; 2= foreign exchange; 3= students not enrolled including homeschoolers; 4= enrolled part-time; 5= private accredited; 6= private non-accredited school; and 7= private non-accredited Title I school).

- OPI exclusions flag set (1= nonpublic/nonaccred; 2= duplicate records; 3= moved; 4= out of grade testing; 5= expelled; and 6= medical exception, deceased, Other (UPS error); 7=math non standard accommodations; and 8 = reading non standard accommodations).

NOTE~ Those students that did not participate in the reading and/or math assessments are given the lowest possible score and assigned to the novice proficiency level. They are included in AMO calculations.

Uniform Averaging Formulas

Calculating Two Year Average Percent Proficient

$$\frac{(\text{Count of students scoring proficient and advanced in AYP group for current and prior year} - \text{Count of Exceptions scoring proficient and advanced in AYP group for current and prior year})}{(\text{Count of all students tested in AYP group for current and prior year} - \text{Count of Exceptions tested in AYP group for current and prior year})}$$

Calculating Three Year Average Percent Proficient

$$\frac{(\text{Count of students scoring proficient and advanced in AYP group for current and 2 prior years} - \text{Count of Exceptions scoring proficient and advanced in AYP group for current and 2 prior years})}{(\text{Count of all students tested in AYP group for current and 2 prior years} - \text{Count of Exceptions tested in AYP group for current and 2 prior years})}$$

Calculating a 95 percent one-tailed confidence interval

$$P_U = \frac{n}{n + z^2} \left[p + \frac{z^2}{2n} + z \sqrt{\frac{p(1-p)}{n} + \frac{z^2}{4n^2}} \right]$$

- P_U is the upper limit of the 1- α CI (where α is .05)
- p is the sample proportion (i.e., percent at or above proficient)
- n is the sample size
- z is the one-tailed critical value ($z = 1.645$ where $\alpha = .05$)

Safe Harbor Provision

The Safe Harbor Provision of NCLB allows for student groups that fail to reach the AMO target to still make AYP if there was a 10 percent decrease in the percentage of students below proficient from the prior year. The U.S. Department of Education has approved a 75 percent one-tailed confidence interval around the reduction calculation. For a school/district to become eligible for Safe Harbor in reading and/or math in Montana, the school/district must show a 10 percent decrease in the percent not proficient in the prior year. This also applies for each student group meeting the minimum "n" size for a subject. Each school/district must also make participation rate indicators for all student groups, and make the additional academic indicator in the aggregate. For a school/district to move from being eligible to making Safe Harbor for a subject, all student groups for which it was eligible must meet or make improvements toward the 80 percent threshold on the attendance indicator or improve 2 percentage points towards the 85 percent threshold on the graduation indicator.

Safe Harbor Formulas

The formula for calculating a 10 percent decrease in the percent of students below proficient from the prior year is:

$$\text{Reduction Target} = \text{Percent Below Proficient for Prior Year} - (\text{Percent Below Proficient for Prior Year} \times 0.1)$$

- *Percent Below Proficient* is the percentage of students below proficient for a subject
- *Reduction Target* is the percentage of students below proficient needed to show 10 percent reduction from the prior year

The formula for calculating a 75 percent one-tailed confidence interval is:

$$P_L = \frac{n}{n + z^2} \left[p + \frac{z^2}{2n} - z \sqrt{\frac{p(1-p)}{n} + \frac{z^2}{4n^2}} \right]$$

- P_L is the lower limit of the $1-\alpha$ CI (where α is .25)
- p is the sample proportion (i.e., percent below proficient)
- n is the sample size
- z is the one-tailed critical value ($z = 0.675$ where $\alpha = .25$)

Confidence Interval Filter of 99 Percent

Beginning with the 2005 Adequate Yearly Progress determinations, the U.S. Department of Education approved a 99 percent Confidence Interval Filter, with regard to schools/districts evaluated through the calculated process.

The 99 percent Confidence Interval Filter states that those schools and districts that did not make AYP using the calculated method, but made their reading and math AMOs using a 99 percent confidence interval, be allowed to be evaluated “holistically” through the Small Schools Process. If the schools/districts made AYP through the Small Schools Process evaluation, the school/district was determined to have made adequate yearly progress.

The Small Schools Accountability Process

In cases where the 'All Students' group does not meet the required minimum "n" size (30), the school or district is deemed to not have enough data points to evaluate using only statistical methods and is evaluated using Small Schools Accountability Process (SSAP). The SSAP is based on several significant quantitative and qualitative factors. These factors include the Criterion-Referenced Test scores (CRT), the Effectiveness Report of the Five-Year Comprehensive Education Plan, CRT improvement, and attendance or graduation rate.

The CRT data, graduation rate, and attendance data are quantitative and consist of multiple data sets. The total possible points for every school and district will vary according to the number of data sets available. The Effectiveness Report is a qualitative evaluation of goals, action plans, professional

development, and curriculum development. Together, the quantitative and qualitative factors generate a comprehensive overview of a school's or district's progress in the continuous school improvement process. The various components of the SSAP are weighted on a scale from one to ten based on their relative importance.

The SSAP includes the following components:

- Academic performance
 - CRT achievement – multiple-year comparison of AMO (2008, 2009, 2010)
 - CRT improvement – review of progress over time, from actual percentages at or above proficient
 - Other Academic Indicator – Attendance and Graduation
 - Participation rate
- Emphasis on student groups
 - All students combined
 - Students racial/ethnic origin (American Indian/Alaskan Native, Asian, Black, Hispanic, Native Hawaiian or Pacific Islander and White)
 - Limited English Proficient (LEP) students
 - Students with disabilities
 - Economically disadvantaged students
- Additional Indicators
 - Graduation Rate
 - Attendance Rate
- Effectiveness Report Review
 - Qualitative evaluation

The small schools process includes those schools and districts that served tested grades, but did not have students enrolled in those grades. If you are in the SSAP process you must receive a cumulative percent of 57, or greater, of total points possible to make AYP.

The Feeder School Process

A feeder school is a school that does not serve any of the tested grades (e.g., PK-2 grade span). Feeder schools receive the AYP status of the school into which their students feed, also called receiving school. Since receiving schools can receive their determinations using either the small schools or the calculated process, feeder school determinations can be the product of either process.

Determining AYP Status

All public schools and districts, no matter their size, must receive an annual Adequate Yearly Progress determination. For a school/district to make AYP, they must receive a “Made AYP” status on all applicable indicators. There are two scenarios that are used when assigning statuses to schools and districts. The determining factor of which set of statuses a school/district will follow depends if the school or district contains a Title I status. Title I carries with it additional responsibilities for schools and districts in improvement.

For schools and districts included in the calculated process, statuses are individually assigned for each indicator: reading (includes AMO and participation rate), math (includes AMO and participation rate), attendance rate (PK-8), and graduation rate (Grades 9-12). These individual statuses are translated into an AYP Status; “Made AYP” if all applicable indicators were made and “Did Not Make

AYP” if any applicable indicator was missed. An Improvement Status for a school/district is determined by taking the most advanced of these individual indicator statuses, with the exception of those schools/districts identified for improvement prior to NCLB. Therefore, for a school/district to go into Improvement Status (ImYr1 or greater), they must miss the same indicator at least two years in a row; to come out of improvement, they must make all previously missed indicators at least two years in a row by student group.

For those schools/districts identified for improvement prior to NCLB, their Improvement Status moves to the next Improvement Status until they make all previously missed indicators. Prior to NCLB, these schools/districts received an overall Improvement Status, but no individual indicator statuses. With the inception of NCLB, these schools/districts were not allowed by NCLB to start over in the improvement sequence. Therefore, the Improvement Statuses for these schools/districts are much further along in the improvement needed sequence than their individual indicator statuses.

Schools and districts going through the Small School Accountability Process do not receive individual indicator statuses in reading, math, attendance rates, and graduation rates. These organizations do receive an AYP Status, determined through the Small Schools Accountability Process. An Improvement Status for these schools and districts is determined using this AYP Status. Therefore, for a school/district to go into Improvement Status via the Small Schools Accountability Process, they must miss AYP at least two years in a row.

Feeder schools also do not receive individual indicator statuses in reading, math, attendance rates, and graduation rates. These organizations do receive an AYP Status, determined by the AYP Status of the corresponding receiving school. An Improvement Status for these schools is determined using this AYP Status. However, when the receiving school's AYP Status was determined using the calculated process, the receiving school must miss the same indicator two years in a row for the feeder school to go into improvement.

Improvement Status for Non-Title I Schools and Districts

Status Name	AYP Status Description	Made/Did Not Make	Next Step If Miss	Next Step If Make	Improvement Status Definition	Years Not Made
M	Made AYP	Made AYP	Yr1	M	Not Applicable	0
MSH	Made AYP with Safe Harbor	Made AYP with Safe Harbor	Yr1	M	Not Applicable	0
HImYr1	Holding at Improvement Year 1	Made AYP	ImYr2	M	School Improvement (Year 1)	2
HImYr2	Holding at Improvement Year 2	Made AYP	ImYr3	M	School Improvement (Year 2)	3
HImYr3	Holding at Improvement Year 3	Made AYP	ImYr4	M	School Improvement (Year 3)	4
HImYr4	Holding at Improvement Year 4	Made AYP	ImYr5	M	School Improvement (Year 4)	5
HImYr5	Holding at Improvement Year 5	Made AYP	ImYr6	M	School Improvement (Year 5)	6
<i>HImYr ∞</i>	<i>Holding at Improvement Year ∞</i>	<i>Made AYP</i>	<i>ImYr ∞ + 1</i>	<i>M</i>	<i>School Improvement (Year ∞)</i>	<i>∞ + 1</i>
Yr1	1st Year did not make AYP	Did not make AYP	ImYr1	M	Not Applicable	1
ImYr1	1st Year Identified for Improvement	Did not make AYP	ImYr2	HImYr1	School Improvement (Year 1)	2
ImYr2	2nd Year Identified for Improvement	Did not make AYP	ImYr3	HImYr2	School Improvement (Year 2)	3
ImYr3	3rd Year Identified for Improvement	Did not make AYP	ImYr4	HImYr3	School Improvement (Year 3)	4
ImYr4	4th Year Identified for Improvement	Did not make AYP	ImYr5	HImYr4	School Improvement (Year 4)	5
ImYr5	5th Year Identified for Improvement	Did not make AYP	ImYr6	HImYr5	School Improvement (Year 5)	6
<i>ImYr ∞</i>	<i>∞ Year Identified for Improvement</i>	<i>Did not make AYP</i>	<i>ImYr ∞ + 1</i>	<i>HImYr ∞</i>	<i>School Improvement (Year ∞)</i>	<i>∞ + 1</i>

Improvement Status for Title I Schools

Status Name	AYP Status Description	Made/Did Not Make	Next Step If Miss	Next Step If Make	Improvement Status Definition	Years Not Made
M	Made AYP	Made AYP	Yr1	M	Not Applicable	0
MSH	Made AYP with Safe Harbor	Made AYP with Safe Harbor	Yr1	M	Not Applicable	0
HImYr1	Holding at Improvement Year 1	Made AYP	ImYr2	M	School Improvement (Year 1)	2
HImYr2	Holding at Improvement Year 2	Made AYP	CYr1	M	School Improvement (Year 2)	3
HCYr1	Holding at Corrective Action Year 1	Made AYP	RYr1	M	Corrective Action (Year 1)	4
HRYr1	Holding at Restructuring Year 1	Made AYP	RYr2	M	Restructuring (Year 1)	5
HRYr2	Holding at Restructuring Year 2	Made AYP	RYr3	M	Restructuring (Year 2)	6
HRYr3	Holding at Restructuring Year 3	Made AYP	RYr4	M	Restructuring (Year 3)	7
<i>HRYr ∞</i>	<i>Holding at Restructuring Year ∞</i>	<i>Made AYP</i>	<i>RYr ∞ + 1</i>	<i>M</i>	<i>Restructuring (Year ∞)</i>	<i>∞ + 1</i>
Yr1	1st Year did not make AYP	Did not make AYP	ImYr1	M	Not Applicable	1
ImYr1	1st Year Identified for Improvement	Did not make AYP	ImYr2	HImYr1	School Improvement (Year 1)	2
ImYr2	2nd Year Identified for Improvement	Did not make AYP	CYr1	HImYr2	School Improvement (Year 2)	3
CYr1	Identified for Corrective Action	Did not make AYP	RYr1	HCYr1	Corrective Action (Year 1)	6
RYr1	1st Year Identified for Restructuring	Did not make AYP	RYr2	HRYr1	Restructuring (Year 1)	7
RYr2	2nd Year Identified for Restructuring	Did not make AYP	RYr3	HRYr2	Restructuring (Year 2)	8
RYr3	3rd Year Identified for Restructuring	Did not make AYP	RYr4	HRYr3	Restructuring (Year 3)	9
<i>RYr ∞</i>	<i>∞ Year Identified for Restructuring</i>	<i>Did not make AYP</i>	<i>RYr ∞ + 1</i>	<i>HRYr ∞</i>	<i>Restructuring (Year ∞)</i>	<i>∞ + 1</i>

Improvement Status for Title I Districts

<i>Status Name</i>	<i>AYP Status Description</i>	<i>Made/Did Not Make</i>	<i>Next Step If Miss</i>	<i>Next Step If Make</i>	<i>Improvement Status Definition</i>	<i>Years Not Made</i>
M	Made AYP	Made AYP	Yr1	M	Not Applicable	0
MSH	Made AYP with Safe Harbor	Made AYP with Safe Harbor	Yr1	M	Not Applicable	0
HImYr1	Holding at Improvement Year 1	Made AYP	ImYr2	M	School Improvement (Year 1)	2
HImYr2	Holding at Improvement Year 2	Made AYP	CYr1	M	School Improvement (Year 2)	3
HCYr1	Holding at Corrective Action Year 1	Made AYP	CYr2	M	Corrective Action (Year 1)	4
HCYr2	Holding at Corrective action Year 2	Made AYP	CYr3	M	Corrective Action (Year 2)	5
HCYr3	Holding at Corrective action Year 3	Made AYP	CYr4	M	Corrective Action (Year 3)	6
HCYr4	Holding at Corrective action Year 4	Made AYP	CYr5	M	Corrective Action (Year 4)	7
HCYr ∞	Holding at Corrective action Year ∞	Made AYP	CYr $\infty+1$	M	Corrective Action (Year ∞)	$\infty+1$
Yr1	1st Year did not make AYP	Did not make AYP	ImYr1	M	Not Applicable	1
ImYr1	1st Year Identified for Improvement	Did not make AYP	ImYr2	HImYr1	School Improvement (Year 1)	2
ImYr2	2nd Year Identified for Improvement	Did not make AYP	CYr1	HImYr2	School Improvement (Year 2)	3
CYr1	1st Year Identified for Corrective Action	Did not make AYP	CYr2	HCYr1	Corrective Action (Year 1)	4
CYr2	2nd Year Identified for Corrective Action	Did not make AYP	CYr3	HCYr2	Corrective Action (Year 2)	5
CYr3	3rd Year Identified for Corrective Action	Did not make AYP	CYr4	HCYr3	Corrective Action (Year 3)	6
CYr4	4th Year Identified for Corrective Action	Did not make AYP	CYr5	HCYr4	Corrective Action (Year 4)	7
CYr ∞	∞ Year Identified for Corrective Action	Did not make AYP	CYr $\infty+1$	HCYr ∞	Corrective Action (Year ∞)	$\infty+1$

AYP Appeal Process

In order to increase the validity of accountability decisions the schools/districts are given an opportunity to appeal the preliminary AYP determinations using the following Appeals Process.

1. The OPI determines preliminary identification of all schools and districts that have not met AYP according to the state criteria and sends notifications.
2. Preliminary identification; the agency (district/school) reviews its data and may challenge its identification. The agency (district/school) not meeting AYP may appeal its status and provide evidence to support the challenge to the OPI.
3. No later than 30 days after preliminary identification, the OPI reviews the appeal and makes a final determination of AYP and identification for school improvement if applicable.

Adequate Yearly Progress and Confidentiality Issues

The state neither publishes nor releases any data pertaining to school performance or other matters for any group or student group with fewer than 10 members. Individual student results are never reported to the public. In order to assure that individual students cannot be identified, school results are not publicly reported or displayed when the number of students in a student group is less than 10. Asterisks will be used on AYP reports and the Montana Report Card found on the Web page <http://www.opi.mt.gov> when data has been suppressed.

2009-10 AYP Timelines

<i>Date</i>	<i>Task</i>
February 9 - March 24, 2010	CRT-Alternate Test Window
March 1 - March 24, 2010	CRT Test Window
March 1 – March 24, 2010	AIM Program Participation Collection
	Review of Effectiveness Reports
May 21, 2010	OPI receives final CRT data from Measured Progress
May 28, 2010	Measured Progress posts reading and math results on Montana Analysis and Reporting System (MARS)
June 18, 2010	Proposed AYP determinations are printed and mailed to schools/districts
July 3, 2010	Deadline for schools/districts to submit a letter requesting a review of the AYP determinations to OPI.
July 30, 2010	Final AYP determinations printed and mailed to schools/districts
August 6, 2010	Public release of AYP results and data

How to Read an Adequate Yearly Progress Status Report



**Montana
Office of Public Instruction**
Denise Juneau, State Superintendent

Proposed Adequate Yearly Progress (AYP) Status Report Calculated Process

This report is to provide schools and districts an overview of their annual progress toward meeting accountability goals in areas required by the No Child Left Behind Act (NCLB). Goals for improvement should be developed in the areas where a school or district is not making adequate yearly progress. It is acknowledged that there are many and varied measures of educational excellence and quality not represented by this report. Schools and districts are encouraged to utilize the NCLB report card process to share those other measures with their communities.
Deadline for appeals: July 03, 2010.

District: _____ Status Year: **2009**
County: _____ Title I District: **Yes**

SECTION A - Final AYP Status

This section provides the current final AYP status for the school or district and a summary history of the AYP status for the years listed.

School Year	Reading	Math	Attendance Rate	Graduation Rate	District Overall Improvement Status	District Overall AYP Status
2005	M	M	NA	M	M	Made AYP
2006	M	M	NA	M	M	Made AYP
2007	M	M	NA	M	M	Made AYP
2008	Yr1	M	NA	M	Yr1	Did Not Make AYP
2009	M	M	NA	M	M	Made AYP
2010						

AYP Status Key

M	Made AYP	MSH	Made AYP with Safe Harbor
Yr1	1st Year did not make AYP (Watch List)	ImYr1	1st Year Identified for Improvement
HiImYr1	Holding at Improvement Year 1	ImYr2	2nd Year Identified for Improvement
HiImYr2	Holding at Improvement Year 2	CYr1	1st Year Identified for Corrective Action
HCYr1	Holding at Corrective Action Year 1	CYr2	2nd Year Identified for Corrective Action
HCYr2	Holding at Corrective Action Year 2	CYr3	3rd Year Identified for Corrective Action
HCYr3	Holding at Corrective Action Year 3	CYr4	4th Year Identified for Corrective Action
HCYr4	Holding at Corrective Action Year 4	CYr5	5th Year Identified for Corrective Action
HCYr5	Holding at Corrective Action Year 5	CYr6	6th Year Identified for Corrective Action
HCYr6	Holding at Corrective Action Year 6	CYr7	7th Year Identified for Corrective Action
HCYr7	Holding at Corrective Action Year 7	CYr8	8th Year Identified for Corrective Action
HCYr8	Holding at Corrective Action Year 8	CYr9	9th Year Identified for Corrective Action
HCYr9	Holding at Corrective Action Year 9	SSP	Small Schools Process
SSAP	Small Schools Accountability Process	NA	Not Applicable

All public schools and districts receive an AYP status report similar to the one on the left.

Section A

If all groups meeting minimum N requirements meet reading and math targets (includes both AMO and participation rate), attendance rate (for grades K-8 only), and graduation rate (for grades 9-12 only), the school/district is designated as "Making AYP."

If any target by any student group is not met, the school/district is designated as "Not Making AYP."

Missing a target in the same indicator for two years in a row will place the school/district in improvement status.

Please note that schools and districts receiving their AYP determinations from the Small Schools Accountability or Feeder Schools processes do not receive statuses for individual indicators (reading, math, etc.), but do receive an overall AYP and Improvement status.

The following sections apply only to those schools and districts receiving their AYP determination from the Calculated Process.

Section B

Section B lists all instances (by indicator and student group) where the school or district did not reach yearly accountability targets or met the requirements of Safe Harbor or the 99 percent Confidence Interval Filter.

Section C

Section C summarizes all data used to determine the school or district's AYP status.

A 95 percent confidence interval has been applied to all reading and math proficiency data in this section.

Reading and math participation rate data will be the highest of the following: current-year participation rate, a two-year participation rate, or a three-year participation rate.

Attendance and graduation rates lower than the target are allowed as long as improvement was made from the prior year.

SECTION B - Current AYP Status Detail

This section details information where a school or district did not reach yearly accountability goals including the Annual Measurable Objective (AMO), met the requirements of Safe Harbor or the 99% Confidence Interval Filter. For a detailed listing of all indicators and corresponding current year data, see Section C.

Accountability Indicators	Student Group	Indicator Status
Accountability Indicators Key	Student Group Key	Indicator Status Codes Key
Reading	All students	Missed AMO
Math	White	Missed 95% tested
Attendance Rate K-8	Black	Missed Attendance Rate
Graduation Rate 9-12	Hispanic	Missed Graduation Rate
	Native Hawaiian or Pacific Islander	Made Safe Harbor
	Am. Indian/Alaskan Native	Made 99 Percent CI Flexibility
	Asian	Made on Appeal
	Economically Disadvantaged	
	Limited English Proficient	
	Students with Disabilities	

SECTION C - Supporting Data

Student Group and Indicator Detail - This section summarizes all the data, disaggregated by student group, used by the OPI to determine the final AYP status for the school or district for the current year.

Note: A 95% confidence interval has been applied to the reading and math percent proficient values and, therefore, differs from the reports previously received by the school or district from the testing company, which reflect actual percent proficient values. The highest Percent At or Above Proficiency for current year, two year average, or three year average was used to determine Reading Percent Proficient or Math Percent Proficient.

Targets	83%	95%	68%	95%	80%	80%
	Reading Percent Proficient	Reading Participation Rate	Math Percent Proficient	Math Participation Rate	Attendance Rate	Graduation Rate
Student Group						
All students	89	100	76	100	NA	86
White	89	100	76	100	NA	NA
Hispanic	*	*	*	*	NA	NA
Am. Indian/Alaskan Native	*	*	*	*	NA	NA
Economically Disadvantaged	*	*	*	*	NA	NA
Students with Disabilities	*	*	*	*	NA	NA

Indicator Key

NA = Count of students in this group is 0 or the indicator is not applicable.

* = Count of students in this group is less than 30 and not used for this AYP determination

Adequate Yearly Progress Data Glossary

Adequate Yearly Progress (AYP): An individual state's measure of yearly progress toward achieving state academic standards. "Adequate Yearly Progress" is the minimum level of improvement that states, school districts and schools must achieve each year as required by the NCLB.

Additional Academic Indicator: Montana has defined the required additional academic indicator for public elementary schools/districts (includes elementary, 7-8 schools and middle schools) as attendance rate. The required additional academic indicator for public secondary schools/districts is graduation rate. Schools/districts must meet an 80% goal or make improvements toward the goal in the aggregate to make the additional academic indicator.

Aggregate: The total or combined performance of all students for reporting purposes.

Annual Measurable Objective (AMO): Target that schools/districts must meet to make the academic indicator toward the goal of having all students proficient in reading and math by the 2013-2014 school year. In Montana, the percentage of full academic year students who scored at or above proficient in reading and math on the criterion-referenced test, which is aligned with state content standards, must be greater than or equal to the AMO for reading and math.

Attendance Rate: The additional academic indicator for public elementary schools and districts in AYP determinations. Montana's attendance rate is calculated using the following formula:

$$\frac{(\text{Fall Enrolled} - \text{Fall Absent}) + (\text{Test Window Enrolled} - \text{Test Window Absent})}{\text{Fall Enrolled} + \text{Test Window Enrolled}}$$

Where:

Fall Enrolled= # students enrolled on the first Monday in October

Fall Absent= # students enrolled, but absent on the first Monday in October

Test Window Enrolled= # students enrolled on the last day of the school's test window

Test Window Absent= # students enrolled, but absent on the last day of the school's test window

Calculated Process: Method used to make AYP determinations for schools/districts where the "All students combined" student group meets required minimum "n" size (30), allowing for statistically reliable results.

Confidence Interval: The likely range for a given value, given known levels of error.

Criterion-Referenced Test (CRT): A standardized test that is aligned with Montana's content standards in order to measure students' performance with respect to said standards.

CRT Alternate Assessment (CRT-Alt): An evidence-based test that is aligned with Montana's content standards through extended benchmarks and measures student performance based on alternate achievement standards. It is expected that only those Individuals With Disabilities Education Act (IDEA) (eligible students with the most significant cognitive disabilities) will participate in the alternate assessment.

Cut Score: A point on a score scale where scores above that point are interpreted differently from scores below that point.

Disaggregation: Separate a whole into its parts. Adequate Yearly Progress data is disaggregated by race/ethnicity, economically disadvantaged, limited English proficient, and students with disabilities.

Dropout: An individual who:

- was enrolled in school on the date of the previous year October enrollment count or at some time during the previous school year and was not enrolled on the date of the current school year October count, **or**
- was not enrolled at the beginning of the previous school year, but was expected to enroll and did not re-enroll during the year ("no show") and was not enrolled on the date of the current school year October count, **and**
- has not graduated from high school, **and**
- has not transferred to another school, been temporarily absent due to a school-recognized illness or suspension, or has died.

Dropout data is collected from all accredited schools with grades 7 through 12.

Economically Disadvantaged: A student eligible to participate for the Free/Reduced Lunch Program under the National School Lunch Act.

Feeder School: A school that does not serve a tested grade. Feeder schools receive the AYP status of the school into which their students feed.

First Year Limited English Proficient: Limited English Proficient (LEP) students who are enrolled in a United States school for the first school year. These students will be included in participation rates for AYP, but their scores will not be calculated in the Annual Measurable Objective (AMO). In addition, these LEP students:

- must participate in the math portion of the test with accommodations as necessary; and
- must participate in the reading in one of the following ways;
 - participate in the reading portion of the test with accommodations as necessary or
 - take an English language proficiency assessment.

Former Limited English Proficient: Students identified as Limited English Proficient in the past two years who have attained proficiency.

Full Academic Year: Continuous enrollment from the October enrollment reporting data (first Monday in October) through the test administration. This definition is applied separately at both the school and district levels, with those students identified as not enrolled in school for the full academic year (NSAY) being excluded from all school-level annual measurable objective calculations and those students identified as (NDAY) being excluded from all district-level annual measurable objective calculations.

General Education Development (GED): A high school equivalency certificate granted to individuals who have not completed a formal high school education, but have achieved satisfactory scores on a comprehensive test that appraises educational development. The GED recipients are included in the dropout count.

Graduate: Individual who has received formal recognition from school authorities, by the granting of a diploma, for completing a prescribed program for students in a secondary-level school. This does not include other completers, high school equivalency (GED) recipients, or other certificate recipients. For purposes of AYP determinations, graduate data is collected by whether an individual graduated from high school in the “standard number of years” (see definition).

Graduation Rate: Montana’s U.S. Department of Education-approved high school graduation rate to be used for determining Adequate Yearly Progress (AYP) is an estimated cohort group rate calculated by the method recommended by the National Center for Education Statistics (NCES). Graduation rate is the required additional indicator for public high schools in AYP determinations. Montana’s graduation rate is calculated using the following formula:

$$\text{Graduation Rate} = g_t / (c_t + g_t + d_t^{12} + d_{(t-1)}^{11} + d_{(t-2)}^{10} + d_{(t-3)}^9)$$

Where:

- g= number of graduates receiving a standard high school diploma in four years or less (from the time enrolled in 9th grade) or who had an IEP allowing more than four years to graduate
- c= number of graduates receiving a standard high school diploma in more than four years (from the time enrolled in 9th grade) and did not have an IEP, and students that received a GED through a district-administered GED program
- t= year of graduation
- d= dropouts
- 12, 11, 10, 9 = class level

Note: Using this formula, as with dropouts, other high school completers and nonstandard graduates decrease the graduation rate which is used to determine Adequate Yearly Progress.

Individualized Education Program (IEP): The written instructional plan for students with disabilities designated as special education students under the Individuals with Disabilities Act (IDEA-Part B) which includes:

- statement of present levels of educational performance of a child;
- statement of annual goals, including short-term instructional objectives;
- statement of specific educational services to be provided and the extent to which the child will be able to participate in regular educational programs;
- projected date for initiation and anticipated duration of services;
- appropriate objectives, criteria and evaluation procedures; and
- schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

Limited English Proficient (LEP): Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered. When used with reference to individuals it means:

- individuals who were not born in the United States or whose native language is a language other than English;
- individuals who come from environments where a language other than English is dominant; or
- individuals who are American Indian and Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency,

and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Minimum N: The smallest number of students a state has determined can produce statistically reliable results for a student group while protecting the confidentiality of the individuals within the student group.

No Child Left Behind Act (NCLB): The reauthorization of the Elementary and Secondary Education Act (ESEA), otherwise known as the No Child Left Behind Act of 2001 (NCLB), which increases accountability for student academic achievement for all public schools.

Non-Standard Accommodation: Non-standard accommodations are changes in the way testing is presented or in the way a student responds to test questions that may alter what the test measures. Non-standard accommodations are only available for a student with IEP/504/LEP plans. For the test(s) the student takes with a non-standard accommodation, the score for that test(s) will automatically be reported in the NOVICE performance category for that content area.

Non-Standard Graduate: Individual who has received formal recognition from school authorities, by the granting of a diploma, for completing a prescribed program for students in a secondary-level school; however, the individual took more than the standard number of years to complete the program or did not have an Individualized Education Plan allowing for more than the standard number of years. This does not include other completers, high school equivalency (GED) recipients, or other certificate recipients. For purposes of AYP determinations, graduate data are determined by whether an individual graduated from high school in the "standard number of years" (see definition).

One Percent Cap: The rule that limits proficient and advanced scores from alternate assessments based on alternate achievement standards that may be included in state and district-levels AYP determinations to 1.0 percent.

Other High School Completer: Individual who received a certificate of attendance, or other certificate of completion from the school district, in lieu of a diploma during the previous school year and subsequent summer school. In Montana, this category is limited to students that received a GED through a district-administered GED program.

Participation Rate: The percentage of enrolled students who participate in the state assessment.

Performance Level: The overall performance in a domain on the CRT described in four levels: Advanced (exceeds the standard); Proficient (meets the standard); Nearing Proficiency (partial mastery of standard); and Novice (does not meet the standard).

Public Schools/Districts: Institutions that provide educational services at the elementary and/or secondary level or the local education agency administratively responsible for institutions that provide educational services at the elementary and/or secondary level. These organizations receive public funds as the primary support. For purposes of AYP determinations in Montana, these include all schools and districts open/operating at the time of the test window, identified as "public."

Race/Ethnicity: The general racial or ethnic category which most clearly reflects the individual's recognition in his or her community, or with which the individual most identifies.

American Indian/Alaskan Native—A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community recognition.

Asian—A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinents. This area includes, for example, China, India, Japan, and Korea.

Black or African American (not Hispanic)—A person having origins in any of the black racial groups of Africa.

Hispanic or Latino—A person who traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.

Native Hawaiian or Pacific Islander—A person having origins in any of the original peoples of Hawaii or the Pacific Islands. This area includes, for example, Guam, the Philippine Islands, Samoa and Tahiti.

White, Non-Hispanic—A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Safe Harbor Provision: Allows for student groups failing to reach the AMO target to still make AYP if there was a 10 percent decrease in the percentage of students below proficient from the prior year.

Significant Cognitive Disabilities: A student that meets all of the following criteria:

- has an active IEP and receives services under the Individuals with Disabilities Education Act (IDEA);
- has demonstrated cognitive abilities and adaptive behavior that require substantial adjustments to the general curriculum;
- has learning objectives and expected outcomes focused on functional application of skills, as illustrated in the student's IEP annual goals and short-term objectives; and
- requires direct and extensive instruction to acquire, maintain, generalize and transfer new skills.

Small Schools Accountability Process: Method used to make AYP determinations for schools/districts where the "all students combined" student group does not meet the required minimum "n" size (30), and, thereby, deemed to not have enough data points to evaluate using statistical methods alone.

Standard Accommodation: Changes in the routine conditions under which students take the criterion-referenced tests (CRT) and involve changes to timing or scheduling of the test, test setting, test presentation, and how the student responds to test questions. Standard accommodations are available to all students (students with disabilities, as well as students without disabilities) when an accommodation is necessary to allow the student to demonstrate his/her skills and competencies. Standard accommodations may be given in reading and/or math and do not change intent/content of the test.

Standard Number of Years Graduate: An individual completing a district's graduation requirements in four years or less from the time an individual enrolled in the 9th grade, or with an Individualized Education Program (IEP) allowing for more than four years to graduate.

Starting Points: The accepted baseline that is referenced to determine future levels of performance or progress.

Students with Disabilities: A student having an Individualized Education Program (IEP) under the Individuals with Disabilities Act (IDEA-Part B).

Student group: A well-defined group of students. The following student groups are required to be included in Montana's AYP determinations: All Students Combined, American Indian, Asian, Hispanic, Black, Pacific Islander, White, Economically Disadvantaged, Limited English Proficient, and Students With Disabilities.